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ABSTRACT

This paper discusses the nature of teacher induction programs and of research on this topic in European, North American, and Australian countries. Research studies and induction program content and processes in the various countries are explored and compared. Among assertions and conclusions made from this study, which is meant to stimulate further exploration, were: (1) Induction cannot be left to infrequent, unplanned, informal help from experienced colleagues; (2) The deficit-dependency model which underlies many teacher induction programs is inappropriate; (3) The nature of induction programs and the research about them should be governed by socialization theories that recognize that induction is a complex, interactive, negotiated, and provisional process; (4) Research should be conducted on the impact of different school contexts on beginning teachers and on changes in their expectations and perceptions of induction; (5) New ingenious modes for disseminating research results to policymakers are required; and (6) A practical and constructive way to foster induction is through innovative action research programs accompanied by formative evaluation. Forty-six references on the topic of teacher induction are included. (Author/JD)

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TEACHER INDUCTION :

AN INTERNATIONAL PERSPECTIVE ON RESEARCH & PROGRAMS

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INTRODUCTION

Induction refers to the process of being initiated or introduced, that is, it refers to a transition from one state to another. For the purposes of this paper teacher induction will refer to the formal introduction of newly trained teachers into the profession and by which they come to be, at a basic level, professionally competent and personally at ease in the role of teacher. Undoubtedly the processes that typify induction are at work during pre-service preparation as well as being continuous with the longer term processes of professional development. Consequently there are some difficulties in specifying precisely when induction begins and ends for any individual. Some writers (e.g. Fenstermacher, 1980) maintain it begins at the start of student teaching and that point of view can be substantiated. However for the purposes of this discussion another view will be taken: one which appears to be held by a majority of employing authorities and educationists, namely that it begins when newly trained teachers accept their first teaching appointment. The end of induction is even more difficult to pin-point since there are great variations between individuals in the time required to become professionally competent and personally at ease in their role of teacher. Nevertheless there appears to be a general consensus that from one to three years are required and most formal induction provisions appear to be available during a beginning teacher's first year of service.

There has been a long-standing interest within the educational community in beginning teachers. During the past five decades researchers, teacher educators, educational employing authorities, school principals and officials in teacher unions have spoken and written often about their entry

into the profession. In Britain in 1932 for example Phillips (1932) wrote about new teachers' problems of adjustment. Twenty-five years later Gabriel (1957) analysed their emotional problems and in the early seventies Taylor and Dale (1971) produced a detailed survey of teachers in their first year of service. In the USA there have been comparable writings, for example Hunter's (1967) longitudinal study of teaching careers, Dreeben's (1970) analysis of the nature of teaching and Lortie's (1975) work on *School Teacher : A Sociological Study*.

Australia, too, in the mid and late seventies experienced a heightened interest in beginning teachers as evidenced by the publication of resource books for new teachers (Curriculum Center, 1979) and those helping them (Board of Teacher Education, 1981 (b); Stephens, 1975) and research reports on beginning teachers' needs and satisfactions (Murdoch, 1978; Otto, Gasson and Jordan, 1979; Tisher, Fyfield and Taylor, 1979). Even now in the eighties when fewer new teachers are entering the profession than five years ago interest in them continues. There are three recent Australian publications dealing with their teaching problems, ideologies, occupational and personal adjustment (MacArthur, 1981; Power, 1981; Telfer, 1981).

In contrast it seems that the interest in beginning teachers in the United States has not been as steady as that in the UK and Australia (see Zeichner, 1979). In recent years however there have been clarion calls to take more account of their entry into the profession and there are a spate of reports dealing with that (e.g. Zeichner, 1979 (a); Zeichner & Tabachnick, 1981) and the problems the teachers experience (e.g. Corcoran, 1981; Isaacson, 1981; Pataniczek & Isaacson, 1981). Whether the more recent USA reports enhance our knowledge about the problems, satisfactions and adjustments of beginning teachers

beyond that we already possessed is a moot point. Certainly a few present different interpretations about replicated findings and some discuss alternate perspectives about the processes associated with teacher socialisation: a matter to be taken up later in this paper. But, no matter what view we hold about the contribution of recent research efforts one fact is quite clear, beginning teachers are in the news! Now one of the headlines, used often in Australia by school principals and education employing authorities is one embodying the assertion that beginning teachers have been inadequately prepared, even though they are eager to cope with the realities of their job. Classroom management is a particular task for which there is a perceived inadequacy in pre-service preparation.

It is not appropriate here to debate the correctness or otherwise of the principals' perspectives even though according to McCabe (1979) it can be argued that there is evidence to suggest that teacher preparation, though not perfect, has not been as detrimental as some principals and employers would have us believe. A pertinent fact of life is that principals and employers do perceive weaknesses in teacher training programs and this factor coupled with others have led educational authorities in several countries to take formal steps to ensure that new teachers are appropriately inducted into the teaching service. What is intriguing, however, is that this is not universally the case and it does seem appropriate to take a moment to speculate why some countries make formal induction provisions and others do not.

Some international contrasts

Whereas induction is valued in the United Kingdom formal provisions appear to be non-existent in other European countries.

The situation is not easy of interpretation but I wonder whether in a place like West Germany, for example, it may be associated with the greater concern with subject matter in their education and the related need for teachers to keep up-to-date and with the status and prestige assigned to teachers. Any formal induction provisions could be seen as a threat to that status and prestige.

Britain's involvement with induction and beginning teachers' concerns appears to be well known since reports like those of Taylor and Dale (1971) and Bolam (1973) are often cited in the literature, especially that emanating from North America, Australia and New Zealand. Australia, like Britain, began formal provisions for induction in the seventies. In 1974 in Tasmania, for example, a beginning teacher counsellor was appointed to serve in the Southern region of the State. Since then other Australian education authorities have written official policy statements (e.g. Steinle, 1978) regarding the conduct of induction and have written in responsibilities for induction to the job descriptions of deputy principals. That induction has been fostered and maintained in both the UK and Australia appears to be due to a combination of factors, not the least of which are the recognition that new teachers need to be helped in their early years of teaching, that there are perceived weaknesses in pre-service teacher education, and that influential policy makers and educational employers, like Directors General of Education, are committed to the notion of induction. In Australia another factor is probably operating. There is a desire within the profession and within the state education employing authorities to have some control over teacher education. Formal provisions for induction give a number of people

power to affect the nature of teacher education and I suspect that the opportunity to exercise this power is associated with the continued support in Australia for it. Of course once induction, or for that matter in-service education, is placed on a formal basis there is another danger that it will take on the mantle of an industry and that then it will be maintained to keep people in the industry rather than in providing for the needs of beginning teachers. Stammers (1979) discusses this danger with respect to In-Service Education in an issue of the *British Journal of In-Service Education* and his arguments are relevant to induction.

If it is the case that in the USA there are also perceived weaknesses in teacher preparation and an awareness that new teachers require help when they take up teaching, then it is curious that formal induction provisions are not in existence to the same extent as in Australia and Britain (Zeichner, 1979(a)). Once again the situation is not easy of interpretation. However here is one conjecture for your consideration. It may be that local education authorities, principals, experienced teachers and researchers have a great faith in a "buddy system" where more experienced colleagues volunteer to induct neophytes into the profession. If there is a greater, and I believe mistaken, reliance on this style of informal induction, then that would account for the low involvement with formal induction programs. In one recent North American study Isaacson (1981) noted that beginning teachers rarely received help from experienced colleagues or school administrators even when structures existed to supply it. However she also observed that on the rare occasions informal help was given the new teachers regarded it as extremely beneficial as undoubtedly it was. In a more recent personal

communication Isaacson (1982) highlights the crucial role of informal support systems for beginners and suggests that many formal induction provisions currently advocated in the literature might, if implemented, have deliterious effects on the informal support systems. This is an important observation, but what is more fascinating for me is the underlying assumption that informal support is more highly ranked than formal. Is it the case she is actually reflecting a prevalent North American view that informal rather than formal induction should occur? That is for you to resolve. I suggest that it is a mistake to rely solely on informal support since there is little guarantee, given the nature of the teaching profession, that many beginning teachers will receive it. In another North American study Newbury (1978) found that there was a definite reluctance on the part of experienced teachers to help their new colleagues. Even when beginning teachers came for help, the experienced ones remained as uninvolved as possible. They felt that beginning teachers ought to be able to cope on their own.

The preceding comments constitute a background to the two main aspects to be explored in the remainder of this paper. The first is the nature of induction programs and provisions that have been and are operating in different countries, and includes references to the assumptions underlying them and to the implications the programs have for teacher educators and school principals and for the quality of induction. The second is the type and quality of the research on induction and includes a challenge for some "engineering" or "action" research.

INDUCTION: PROGRAMS AND PROVISIONS

Undoubtedly a variety of factors have contributed to the nature of the different provisions in the formally constituted induction programs in Australia and the UK and in the experimental

ones in the United States, e.g. in those described by Zeichner (1979 (a)). Presumably each is based on good professional common sense regarding the best way to present information efficiently to new teachers, the most effective means to fit them into the school system and given the nature of the schools' facilities and administrative structures, the organisational strategies that are readily available. What these features are is rarely made explicit and so it is intriguing to note comparable provisions have occurred or are in operation in different countries. Briefly these are:

* the issue of printed materials which provide information about employment conditions, facilities available to teachers, administrative procedures and school policies and rules
* reductions in teaching load through either a reduction in actual allocated time for teaching each week or, a reduction in the size of classes taught, or in secondary schools, a reduction in the range of classes taught and hence a corresponding reduction in the amount of preparation and subject matter to be covered
* orientation visits to the school (or region) prior to taking up a teaching appointment
* released time to attend activities within or away from the school, e.g. to attend regular half-day or one-day workshops
* regular school based meetings with either an experienced colleague from the school staff or an outside, regional consultant, specially appointed for the purpose
* conferences/workshops of from 4 to 8 or more days'

duration conducted by experienced colleagues and other resource personnel.

The topics included for discussion during workshops and conferences are those that often figure prominently in a normal teacher preparation program namely, lesson preparation and planning, discipline and management, questioning and review strategies, assessment and evaluation procedures and motivating pupils. The teaching techniques include lectures, seminars, discussions, group work, simulation exercises, critical incidents and role playing. Opportunities are created for the experienced colleagues to visit and observe the lessons of the new teachers but not quite as frequently do the new teachers observe experienced colleagues in action. Of course there are usually other issues discussed that are specifically related to the school or the region, such as the nature of the student population, school policies and expectations.

The conference or meeting leaders may or may not be specially trained for their role in induction. Often they are not, although in the UK and some Australian states provisions are made to train experienced teachers who will tutor and help beginning teachers. It is appropriate to note that when trial training programs were operating for teacher-tutors in the UK the research group adapted printed materials, simulation exercises, videotapes of classroom incidents and clinical supervision conferences which had originated in Santa Barbara (Thurstans, 1979). In the UK and Australia it is assumed that the professional tutor will be based in the school, have some released time from normal teaching duties and have contacts with external agencies or resource units like regional teachers' centres (Young, 1979).

In one Australian State groups of three experienced

secondary teachers are trained as induction personnel responsible for the professional development of new teachers in their school for a specified period after which time another group of three are trained to assume this responsibility. Each trained teacher also receives a substantial resource folder containing ideas for an extensive school based induction program (Queensland In-Service Education Committee, 1981). By these means induction for new teachers is coupled with in-service education for experienced teachers.

Now, to date, little is known about the quality of the training programs for the induction tutors. In particular it is important to note that little attention has been given to developing their counselling skills and for that matter to those characteristics which might help guarantee that those who are appointed responsible for induction will be able to work collaboratively with new teachers. If the quality of induction is to be improved greater attention must be directed to selection and to fostering counselling skills.

In passing it must be noted that internship programs which overlap the final stages of a college pre-service preparation and the formal induction provisions set up by an employing authority will not be discussed. Internships are clearly an important, yet distinct mode of inducting persons into the profession but as they involve other confounding considerations such as status of the interns, and their industrial conditions, promotion and superannuation rights, this paper has been confined to induction provisions which are not related to the award of a degree. Nevertheless, some of the observations to be made now with respect to assumptions underlying induction apply as well to internship programs.

Education authorities rarely present a rationale for the various types of formal induction provisions but it has been noted (Tisher, 1980) that, by and large, these could be assumed to be:

"1. to extend the teachers' knowledge about the school and the education system and how both function;

2. to increase the teachers' awareness and comprehension of the complexities of teaching situations and to suggest alternative ways of coping with these complexities;

3. to acquaint the teachers with support services and resources within the school and the region;

4. to help the teachers (generally through counselling activities) to apply knowledge they already possess, or could obtain for themselves, to the daily tasks or problems which confront them." (p.81)

Whether by intention or oversight these purposes cast experienced colleagues and the organisers of induction programs into the role of providers rather than facilitators and collaborative problem-solvers. Furthermore, the creative potential of beginning teachers is not emphasized, nor is there any recognition of the fact that beginning teachers can be resources of information with respect to such things as new advances in subject matter or new teaching methods. Induction programs in the different nations appear to be based on a deficit-dependency model of new teachers (Dean, 1977; Stammers, 1979), that is, new teachers are regarded as deficient in their

knowledge of the educative process and of instructional strategies and need to depend upon, and furthermore show a willingness to receive advice from (McCabe, 1979), more experienced colleagues who clearly are the best sources for practical information about teaching! These experienced colleagues can more readily than others (e.g., teacher educators) help new teachers fit into the profession.

This underlying deficit-dependency assumption may have its origins in some of the theoretical explanations of socialisation which place a greater emphasis on the constraining, rather than the creative features in the process. Certainly the notion of fitting teachers into the profession implies that professional socialisation must be regarded as having finite products and that individuals must be regarded as relatively passive entities yielding to socialising processes. This is clearly not the case. The socialisation of teachers is a more complex, interactive, negotiated and provisional process (Lacey, 1977; Zeichner, 1979(b)) than a number of explanations allow. It is a great pity too that those responsible for induction have not taken adequate account of this fact. If the quality of induction and, as I shall argue later, research on induction are to improve then account must be taken of those theories which present socialisation as an interactive, negotiated and provisional process.

Induction programs have some implications for teacher educators and school principals. The fact that beginning teachers by and large believe the programs are satisfactory and have given them practical insights into teaching suggests that there is undoubtedly a range of issues which can safely and with advantage be left to the induction period. These are issues which only come alive or have meaning when the need for them is

seen in practice. Consequently principals and teacher educators need to change their perspectives of what pre-service teacher education and induction can realistically accomplish. Perhaps some research projects of the future could attempt to test what issues are best left to induction since at this stage there is no clear information about the effect different programs have on teaching skills. Note however that a subsequent session of this conference organised by F.J. McDonald on the theme "Stages in the Professional Development of Teachers" contains two papers dealing with the impact of induction programs. One other objective of the session is to present a preliminary theory of professional development in teaching - a theory that hopefully can be compared with others dealing with professional socialisation.

RESEARCH ON INDUCTION

After a reasonable, but not exhaustive search of the international literature I am of the opinion that research related specifically to induction has occurred in only the United Kingdom, New Zealand, United States, Canada and Australia. It seems reasonable to expect that there may be reports dealing with beginning teachers' concerns and commitment in other countries, but as yet I have been unable to unearth them. The studies with which I am acquainted are quite varied including those involving only a few beginning teachers from one training institution, to those dealing with teachers in one region or state, to one where a whole nation's beginning teachers constituted the target population. The research workers have conducted surveys of representative and unrepresentative samples of new teachers, have used quasi-experimental designs with varying forms of control groups, and have employed questionnaires, semantic differentials and interviews to gather data. Generally

care seems to have been taken in constructing the questionnaires and semantic differentials and in conducting interviews but a number of investigators have expressed concern about their ability to control the nature of treatments (when they occurred) and for that matter to describe each one precisely (e.g., see Bradley & Eggleston, 1978).

The problems studied have been as varied as the research styles. They include teaching worries (Board of Teacher Education, 1981(a), Otto Gasson & Jordan, 1979; Taylor & Dale, 1971; Tisher, Fyfield & Taylor, 1979), control ideology (MacArthur, 1981), attitudes (Hogben & Petty, 1979; Petty & Hogben, 1980), commitment (Hunter, 1967), satisfactions (Tisher & Taylor, 1982), availability and nature of formal induction programs (Bradley & Eggleston, 1975; Tisher, Fyfield and Taylor, 1979), and support structures (Isaacson, 1981), and the effect of different induction provisions, e.g., released time (Bradley & Eggleston, 1978), conferences and school and regional counsellors (see Zeichner, 1979(a)). Whereas most studies are not grounded firmly in a rich theoretical framework some rely on earlier research and conceptualisations, for example work on concerns of new teachers is linked to the prior work of Fuller (1969) and Fuller and Bown (1975), that of control ideology to the work by Willower, Eidell & Hay (1967), and that on attitudes to theories of socialisation which emphasise the formative role of early experiences, such as protracted exposure to potent models (e.g., own previous teachers) which results in the internalising of modes of behavior which are triggered in later teaching (Lortie, 1966; 1973). It may be that the weak theoretical base of a great deal of the research has affected outcomes and led to some frustrating aspects of the findings especially those dealing

with the effects of different induction programs.

There appears to be a reasonable consensus in the literature that -

(a) during their first year of teaching beginning teachers tend to become more custodial than they were during their training days

(b) whereas all teachers have problems with teaching those in their first three years of employment have significantly more perceived problems than any other group

(c) beginning teachers believe they are managing more adequately than their principals believe they are

(d) a majority of beginning teachers are satisfied with their appointments (e.g. 81% of all beginning teachers in Australia) but a large percentage are concerned about their ability to

* cope with wide ability ranges among pupils
* deal adequately with slow learners
* control and manage classes
* get to know pupils and assess pupil learning
* teach subjects in which they have little training.

As a matter of fact the ten teaching tasks which Australia's beginning teachers named towards the end of their first year as ones that were still a worry to them figure prominently in the research literature of the USA and UK. Table 1 lists these ten tasks. Note that for most of the tasks a majority of the teachers believed that they managed adequately even if they worry.

In addition the research informs us that beginning teachers are, by and large, satisfied with formal induction

TABLE 1.

Percentages of beginning teachers managing and worrying about teaching tasks towards the end of their first year of teaching (based on Tisher, Fyfield and Taylor, 1979: 49)

I Teaching Task	II Those worrying	III Those managing adequately	IV* Those managing and worrying
Teaching groups with wide ability range	63	55	26
Teaching slow learners	62	48	22
Evaluating own teaching	55	64	25
Motivating pupils	54	67	26
Discovering level at which to teach	47	73	25
Teaching specific skills (e.g. reading)	41	64	23
Controlling classes	39	78	22
Assessing students' work	37	80	20
Devising schemes of work	35	86	25
Teaching immigrants	30	36	11

* Column IV indicates the overlap between columns II and III

TABLE 2.

Recommendations on provisions to be made or opportunities to be created for beginning teachers. (based on Tisher, Fyfield and Taylor, 1979: 51)

Opportunity or provision	Percentage of beginning teachers who:	
	recommended the opportunity	were given the opportunity
Accepting advice in classroom management or help in producing programmes of work	86	74
Receiving written materials on school matters	86	74
Observing other teachers' methods of teaching	82	44
Receiving written materials on conditions of employment	80	51
Looking at local educational resources	74	48
Accepting evaluation of own teaching	73	55
Participation in organized consultation with experienced school personnel	68	53
Conferring informally with beginning teachers from other schools	65	59
Attending group meetings for beginning teachers at school	65	42
Visiting other schools for observation/consultation	62	20
Attending group meetings for beginning teachers elsewhere	56	45

programs although there is no clear evidence for the superiority of any one provision over another. A majority of new teachers recommend induction provisions (as Table 2 shows for national sample of beginning teacher in Australia), but (as Table 2 also shows) even when all states in a nation foster formal programs not all beginning teachers receive the special provisions. The research is silent with respect to the effect of different programs on teaching skills or pupil achievement. In this respect it is akin to much research on teacher education but this in itself constitutes a challenge for other researchers to devise ingenious ways for unravelling the complexities of induction, thereby helping us to understand the process better. I believe that the research on induction, even with its limitations, has heightened our awareness of what might be done in future studies. As a consequence we should be able to stand on the shoulders of previous researchers rather than doing wnat is easier, standing on their toes! The following observations have been stimulated by research on induction and suggest some of the directions that might be explored.

1. A number of writers specify that the quality and effects of induction are context specific but the research has taken little account of the impact of differing school contexts. In one continuing project in Tasmania, two researchers, Collis and MacLean, are attempting to redress the balance. Not only do they have questionnaire data from 1,500 teachers in the first four years of teaching, they will ultimately have records of numerous interviews with new teachers as well as detailed case studies in 11 different school contexts. In the last phase

of their project during this year they will continue to probe the variables within the school environment that are the most important in influencing professional development and occupational socialisation. The attention these two researchers are giving to contextual characteristics could well be emulated by others.

2. Changes in, as well as the nature of new teachers' expectations and perceptions of their induction and professional development deserve more research attention. Admittedly some projects like the one by Isaacson (1981) and the one to be reported on later in this conference by McDonald et al, "Stages in the Professional Development of Teachers", give due consideration to teachers' perceptions but not as much to the changes in these. Furthermore it is highly likely, as Wanous (1976) maintains, that certain expectations are more potent contributors to overall job satisfaction than others, and so it could be desirable to know how to maintain those expectations during induction. According to Wanous' (1976) writings expectations about intrinsic characteristics of teaching (e.g., opportunities for personal growth, intellectual stimulation and independent action) which are the more potent contributors to job satisfaction, are likely to decline more during induction than expectations about extrinsic characteristics (e.g., teaching load, other school duties). There does not appear to be any research associated with this postulate although one report on a re-analysis of Australian data on job satisfactions of beginning teachers (Tisher and Taylor,

1982) lists the percentages of those who considered that certain intrinsic characteristics had met their expectations: 61 percent with respect to opportunity for personal growth and 36 percent with respect to opportunity for intellectual stimulation!

3. Theories of teacher socialisation which take due account of the complex, interactive and negotiated nature of that process could be used more frequently to guide new research projects. More account could be taken of the writings of theorists like Lacey (1977) who discusses the social strategies that new teachers adopt or create in order to cope with the social situations and competing pressures which confront them during induction. He suggests one of the strategies used in some instances is that of *internalised adjustment* when new teachers accept and internalise existing values, practices and their supporting arguments. Another is *strategic compliance* and occurs when they are only partly convinced about values, practices and arguments due, in part, to characteristics they bring into the new setting. Skills, values, attitudes, perspectives acquired during pre-service education may comprise these which in turn constitute a "latent culture" that may be activated on future occasions. To get by in circumstances in which they are only partially convinced the new teachers may strategically comply. Alternatively, they may engage in *strategic redefinition*, attempting to wrestle with the constraints of a situation and to change the perspectives of those

who hold strategic power. Whether new teachers internalise, comply or attempt to redefine situations, and under what contextual circumstances, are worthy of more study by researchers interested in induction.

4. A variety of means for disseminating the results of research on induction to teachers and to educational policy makers need to be explored and their effectiveness assessed. This will be a highly demanding, challenging, educational and political task not easy of solution since educational researchers appear to be naive with respect to influencing policy makers. *

5. Induction is a complex process and is not easily researched. It may be that the conventional experimental and investigatory research styles will only continue to yield mildly definitive results that do not compel policy makers to act. Yet something practical must be done for new teachers. There is a need, I believe, for innovative action research programs accompanied by formative evaluation in a bid to create more induction programs and at the same time to discover effective induction modes in a variety of schools having particular characteristics such as remoteness, youthful staff, high migrant or ethnic component, high turn-round of staff, and in various kinds of schools - government and non-government, elementary and secondary, single sexed and co-educational.

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* Various strategies have been tried in Australia and those which give the policy makers first access to results appear to foster more translations of findings into educational practice.

CONCLUDING COMMENTS

An objective of this paper was to present several, hopefully controversial, perspectives about teacher induction research and programs. What was said has been shaped by the writings of educationists in a number of European, North American and Australasian countries and by discussions and correspondence with a sample of these persons. Consequently the paper does not present a world view on induction, but it does contain propositions that cannot be ignored. There are a number that you are challenged to explore further and they include the assertions that

* induction cannot be left to chance informal help from experienced colleagues
* the deficit-dependency model of teachers which underlies many induction programs is inappropriate
* the nature of induction programs and the research about them should be governed more by theories of socialisation that recognise induction is a complex, interactive, negotiated and provisional process
* research is required on the impact of different school contexts on beginning teachers and on changes in their expectations and perceptions of induction
* new ingenious modes for disseminating research results to policy makers are required, and
* a most practical and constructive way to foster induction is through innovative action research programs accompanied by formative evaluation.

I hope you accept the challenge for there are many exciting things to be done.

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